



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 10561233
SAU: Ellsworth School Department
School: General Bryant E Moore School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science and Technology Results	10-12

SUMMARY OF SCORES

Test Date: March 2008

Grade: 4

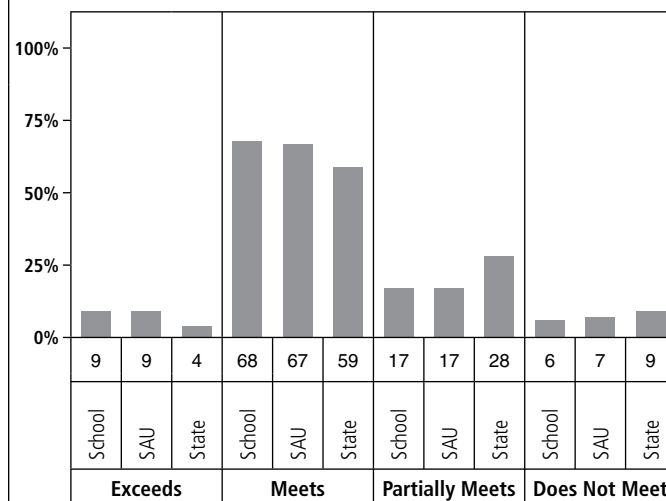
SAU: Ellsworth School Department

School: General Bryant E Moore School

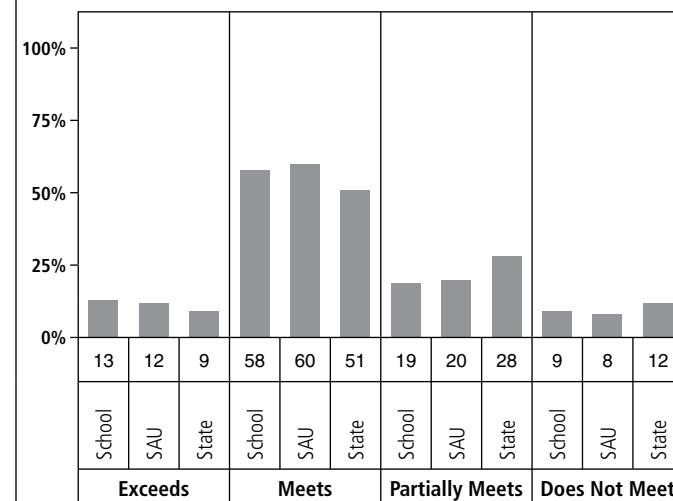
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	447	447	444
2006–2007	448	448	445
2007–2008	449	448	445
Cum. Avg. *	448	448	445
Mathematics			
2005–2006	447	447	444
2006–2007	447	447	445
2007–2008	449	449	445
Cum. Avg. *	448	448	445
Science & Technology			
2005–2006	443	443	444
2006–2007	446	446	444
2007–2008	445	445	444
Cum. Avg. *	445	445	444

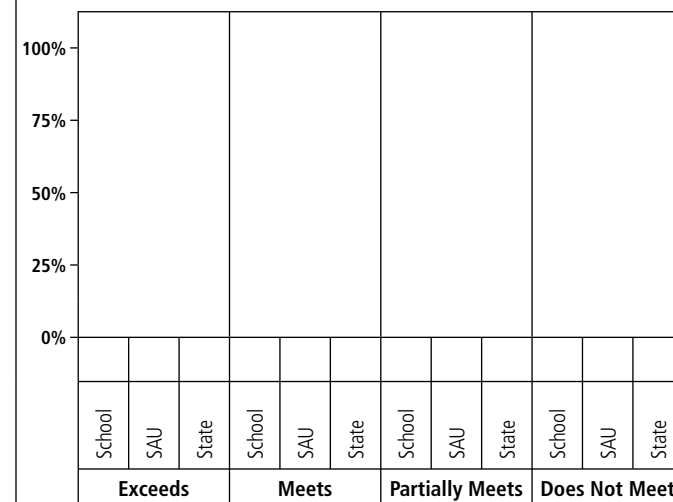
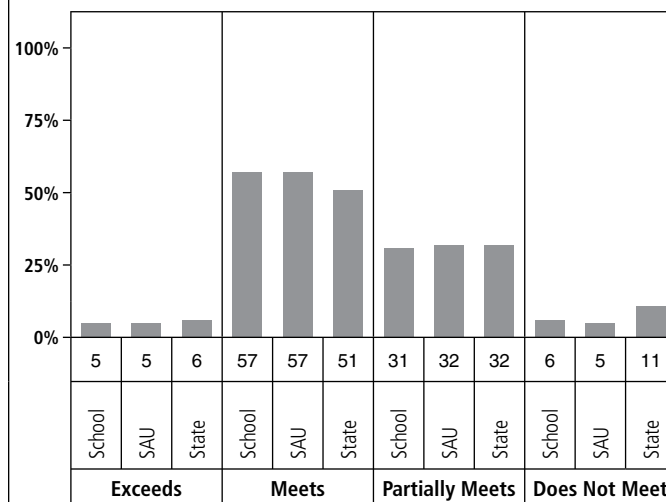
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: Ellsworth School Department
 School: General Bryant E Moore School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology						School			SAU		
	School		SAU		State		School		SAU		State		School		SAU		State													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	80	100	78	100	14207	100	79	99	77	99	14181	100	79	99	77	99	14123	100	79	99	77	99	14115	99						
Ethnicity African American/Black	0	0	0	0	390	3	0	0	0	0	388	99	0	0	0	0	388	99	0	0	0	0	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	3	4	3	4	263	2	3	100	3	100	259	98	3	100	3	100	262	100	3	100	3	100	262	100						
Hispanic	0	0	0	0	170	1	0	0	0	0	168	99	0	0	0	0	166	98	0	0	0	0	166	98						
Caucasian/White	77	96	75	96	13282	93	76	99	74	99	13264	100	76	99	74	99	13205	100	76	99	74	99	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	9	11	9	12	2524	18	9	100	9	100	2514	100	9	100	9	100	2498	99	9	100	9	100	2494	99						
Current LEP	1	1	1	1	385	3	1	100	1	100	377	98	1	100	1	100	383	99	1	100	1	100	380	99						
Economically disadvantaged	26	33	25	32	5587	39	25	96	24	96	5569	100	25	96	24	96	5538	99	25	96	24	96	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	67	84	65	83	10755	76	67	84	65	83	10730	76	67	84	65	83	10776	76						
Identified disability (PET/IEP)	1	1	1	2	375	3	1	1	1	2	374	3	1	1	1	2	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	2	3	2	3	114	1	2	3	2	3	114	1	2	3	2	3	115	1						
Participation with accommodations	10	13	10	13	3298	23	10	13	10	13	3267	23	10	13	10	13	3215	23						
Identified disability (PET/IEP)	6	60	6	60	2013	61	6	60	6	60	1998	61	6	60	6	60	1986	62						
LEP	1	10	1	10	225	7	1	10	1	10	233	7	1	10	1	10	229	7						
504 plan	3	30	3	30	69	2	3	30	3	30	68	2	3	30	3	30	67	2						
Other	1	10	1	10	1046	32	1	10	1	10	1023	31	1	10	1	10	987	31						
Participation through alternate assessment (PAAP)	2	3	2	3	126	1	2	3	2	3	126	1	2	3	2	3	124	1						
Identified disability (PET/IEP)	2	100	2	100	126	100	2	100	2	100	126	100	2	100	2	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	1	1	1	1	11	0	1	1	1	1	68	0	1	1	1	1	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: Ellsworth School Department
School: General Bryant E Moore School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	5	7	5	7	601	4
	2006-2007	3	3	3	4	507	4
	2007-2008	7	9	7	9	559	4
	Cum. Total*	15	6	15	7	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	47	69	47	69	7910	57
	2006-2007	62	72	60	72	8749	63
	2007-2008	52	68	50	67	8308	59
	Cum. Total*	161	70	157	69	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	10	15	10	15	3970	29
	2006-2007	19	22	18	22	3467	25
	2007-2008	13	17	13	17	3922	28
	Cum. Total*	42	18	41	18	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	6	9	6	9	1421	10
	2006-2007	2	2	2	2	1165	8
	2007-2008	5	6	5	7	1264	9
	Cum. Total*	13	6	13	6	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	32.4	67.5	32.3	67.3	29.7	61.9
Literary Text	24	50	16.7	69.6	16.7	69.6	15.5	64.6
Informational Text	24	50	15.7	65.4	15.6	65.0	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Ellsworth School Department
 School: General Bryant E Moore School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	77	7	9	52	68	13	17	5	6	449	75	9	67	17	7	448	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										0						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	3										3						259	6	61	22	11	445
Hispanic	0										0						164	0	45	38	16	440
Caucasian/White	74	7	9	50	68	13	18	4	5	449	72	10	67	18	6	449	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	4	57	2	29	1	14	441	7	0	57	29	14	441	2388	0	29	44	26	437
No	70	7	10	48	69	11	16	4	6	449	68	10	68	16	6	449	11665	5	65	25	6	446
Current LEP																						
Yes	1										1						373	1	32	35	32	436
No	76	7	9	52	68	13	17	4	5	449	74	9	68	18	5	449	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	24	2	8	12	50	6	25	4	17	445	23	9	48	26	17	444	5502	1	47	37	14	441
No	53	5	9	40	75	7	13	1	2	450	52	10	75	13	2	450	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	77	7	9	52	68	13	17	5	6	449	75	9	67	17	7	448	14048	4	59	28	9	445
Gender																						
Female	34	2	6	25	74	5	15	2	6	448	33	6	73	15	6	448	6959	5	61	26	8	446
Male	43	5	12	27	63	8	19	3	7	449	42	12	62	19	7	449	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	24	0	0	12	50	8	33	4	17	441	23	0	48	35	17	441	1890	0	37	46	17	439
No	53	7	13	40	75	5	9	1	2	452	52	13	75	10	2	452	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	77	7	9	52	68	13	17	5	6	449	75	9	67	17	7	448	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Ellsworth School Department
 School: General Bryant E Moore School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	2	67	1	33	0	0	0	0	461	4	67	33	0	0	461	5	1	42	36	21	440
B. less than one hour	73	3	5	41	73	10	18	2	4	448	73	5	73	18	4	448	74	4	62	27	7	445
C. one to two hours	22	2	12	9	53	3	18	3	18	448	21	13	50	19	19	448	18	5	59	29	7	446
D. more than two hours	1	0	0	1	100	0	0	0	0	460	1	0	100	0	0	460	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	31	2	8	17	71	3	13	2	8	448	31	9	70	13	9	448	30	6	63	24	7	446
B. They match some of what I have learned.	57	5	11	29	66	9	20	1	2	450	57	12	65	21	2	449	52	4	63	27	6	446
C. They match just a little of what I have learned.	6	0	0	3	60	1	20	1	20	444	7	0	60	20	20	444	12	2	46	37	15	441
D. There is no match.	5	0	0	3	75	0	0	1	25	446	5	0	75	0	25	446	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	3	13	17	71	3	13	1	4	451	32	13	71	13	4	451	35	7	66	20	6	448
B. good	57	4	9	31	70	7	16	2	5	448	56	10	69	17	5	448	51	3	60	29	7	445
C. fair	10	0	0	4	50	3	38	1	13	445	11	0	50	38	13	445	12	1	44	40	16	440
D. poor	1	0	0	0	0	0	0	1	100	430	1	0	0	0	100	430	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	24	4	22	10	56	1	6	3	17	449	23	24	53	6	18	449	19	2	46	34	17	442
B. about the same as my regular schoolwork	51	1	3	32	84	5	13	0	0	450	51	3	84	14	0	450	62	5	64	26	5	446
C. easier than my regular schoolwork	25	2	11	8	42	7	37	2	11	444	26	11	42	37	11	444	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	10	0	0	6	75	2	25	0	0	445	11	0	75	25	0	445	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	49	3	8	27	71	5	13	3	8	448	49	8	70	14	8	448	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	40	4	13	19	61	6	19	2	6	450	40	13	60	20	7	450	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	12	1	11	7	78	1	11	0	0	453	12	11	78	11	0	453	18	7	64	22	7	447
B. 20 minutes to an hour	52	4	10	27	68	4	10	5	13	449	52	10	67	10	13	449	55	4	64	26	6	446
C. less than 20 minutes	25	0	0	13	68	6	32	0	0	445	24	0	67	33	0	445	14	2	53	33	12	443
D. I rarely read at home.	12	2	22	5	56	2	22	0	0	451	12	22	56	22	0	451	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	30	2	9	15	65	5	22	1	4	447	31	9	65	22	4	447	23	3	50	34	13	442
B. six to ten pages	18	1	7	11	79	1	7	1	7	450	19	7	79	7	7	450	25	3	60	29	8	444
C. eleven or more pages	51	4	10	25	64	7	18	3	8	449	50	11	62	19	8	448	52	5	64	24	6	446
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	436	100	0	0	100	0	436						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: Ellsworth School Department
School: General Bryant E Moore School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	10	15	10	15	1294	9
	2006-2007	7	8	7	8	1054	8
	2007-2008	10	13	9	12	1321	9
	Cum. Total*	27	12	26	12	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	32	47	32	47	7000	50
	2006-2007	53	62	51	61	7394	53
	2007-2008	45	58	45	60	7079	51
	Cum. Total*	130	56	128	57	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	23	34	23	34	3784	27
	2006-2007	22	26	21	25	3729	27
	2007-2008	15	19	15	20	3955	28
	Cum. Total*	60	26	59	26	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	3	4	3	4	1894	14
	2006-2007	4	5	4	5	1735	12
	2007-2008	7	9	6	8	1642	12
	Cum. Total*	14	6	13	6	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.3	68.7	10.3	68.7	9.5	63.3
Cluster 2: Shape and Size	14	29	10.0	71.4	10.0	71.4	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.8	76.0	3.8	76.0	3.4	68.0
Cluster 4: Patterns	14	29	10.1	72.1	10.2	72.9	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Ellsworth School Department
 School: General Bryant E Moore School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	77	10	13	45	58	15	19	7	9	449	75	12	60	20	8	449	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										0						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	3										3						262	14	51	23	12	447
Hispanic	0										0						162	4	41	34	21	440
Caucasian/White	74	10	14	42	57	15	20	7	9	449	72	13	58	21	8	449	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	4	57	2	29	1	14	443	7	0	57	29	14	443	2372	3	31	36	30	436
No	70	10	14	41	59	13	19	6	9	450	68	13	60	19	7	450	11625	11	54	27	8	447
Current LEP																						
Yes	1										1						381	4	33	28	35	435
No	76	10	13	44	58	15	20	7	9	449	74	12	59	20	8	449	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	24	4	17	11	46	6	25	3	13	448	23	13	48	26	13	447	5472	5	41	35	19	440
No	53	6	11	34	64	9	17	4	8	450	52	12	65	17	6	450	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	77	10	13	45	58	15	19	7	9	449	75	12	60	20	8	449	13992	9	51	28	12	445
Gender																						
Female	34	2	6	19	56	11	32	2	6	447	33	6	58	33	3	448	6933	9	50	29	12	445
Male	43	8	19	26	60	4	9	5	12	451	42	17	62	10	12	451	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	24	1	4	7	29	10	42	6	25	439	23	4	30	43	22	439	1890	2	34	41	23	438
No	53	9	17	38	72	5	9	1	2	454	52	15	73	10	2	454	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	77	10	13	45	58	15	19	7	9	449	75	12	60	20	8	449	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Ellsworth School Department
 School: General Bryant E Moore School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	1	33	2	67	0	0	0	0	463	4	33	67	0	0	463	5	6	34	33	27	438
B. less than one hour	73	6	11	33	59	12	21	5	9	449	73	9	60	22	9	449	74	10	52	28	10	446
C. one to two hours	22	2	12	10	59	3	18	2	12	447	21	13	63	19	6	448	18	10	52	28	10	446
D. more than two hours	1	1	100	0	0	0	0	0	0	464	1	100	0	0	0	464	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	48	6	16	21	57	7	19	3	8	451	48	17	58	19	6	452	38	13	56	23	8	448
B. They match some of what I have learned.	43	3	9	21	64	7	21	2	6	448	43	6	66	22	6	447	48	8	52	29	10	445
C. They match just a little of what I have learned.	5	1	25	1	25	0	0	2	50	444	5	25	25	0	50	444	10	4	35	39	22	439
D. There is no match.	4	0	0	2	67	1	33	0	0	449	4	0	67	33	0	449	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	42	5	16	23	72	4	13	0	0	454	43	16	72	13	0	454	35	16	55	20	8	449
B. good	40	4	13	15	48	8	26	4	13	447	39	10	52	28	10	447	48	7	52	31	11	445
C. fair	16	1	8	7	58	3	25	1	8	448	16	8	58	25	8	448	14	3	41	38	18	440
D. poor	3	0	0	0	0	0	0	2	100	418	3	0	0	0	100	418	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	2	20	4	40	2	20	2	20	444	12	11	44	22	22	442	15	4	38	33	25	439
B. about the same as my regular schoolwork	56	5	12	24	56	11	26	3	7	449	57	12	56	26	7	449	64	10	54	28	9	446
C. easier than my regular schoolwork	31	3	13	17	71	2	8	2	8	451	31	13	74	9	4	452	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	40	4	13	18	58	4	13	5	16	447	40	13	60	13	13	448	23	8	47	29	16	443
B. two or three days a week	42	3	9	21	66	8	25	0	0	451	41	6	68	26	0	450	36	11	54	27	9	447
C. two or three times each month	10	2	25	3	38	1	13	2	25	448	11	25	38	13	25	448	25	10	53	27	10	446
D. never or almost never	8	1	17	3	50	2	33	0	0	452	8	17	50	33	0	452	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	0										0						5	3	30	33	33	436
B. two or three days a week	1	0	0	0	0	1	100	0	0	436	1	0	0	100	0	436	19	8	50	30	12	445
C. two or three times each month	29	3	14	13	59	5	23	1	5	449	28	10	62	24	5	449	38	11	55	26	8	447
D. never or almost never	70	7	13	32	59	9	17	6	11	449	71	13	60	17	9	450	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	1	25	2	50	1	25	438	4	0	33	67	0	442	8	3	33	38	25	438
B. 30–45 minutes	13	0	0	6	60	2	20	2	20	445	13	0	60	20	20	445	27	6	48	33	13	443
C. 45–60 minutes	36	4	14	15	54	6	21	3	11	449	37	14	54	21	11	449	38	11	54	26	9	447
D. more than 60 minutes	45	6	17	23	66	5	14	1	3	452	45	15	68	15	3	451	26	13	55	23	9	448
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	440	100	0	0	100	0	440						
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: Ellsworth School Department
School: General Bryant E Moore School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	4	6	4	6	751	5
	2006-2007	6	7	6	7	963	7
	2007-2008	4	5	4	5	882	6
	Cum. Total*	14	6	14	6	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	31	46	31	46	7251	52
	2006-2007	53	62	52	63	6824	49
	2007-2008	44	57	43	57	7130	51
	Cum. Total*	128	55	126	56	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	31	46	31	46	4514	32
	2006-2007	19	22	17	20	4382	32
	2007-2008	24	31	24	32	4433	32
	Cum. Total*	74	32	72	32	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	2	3	2	3	1458	10
	2006-2007	8	9	8	10	1735	12
	2007-2008	5	6	4	5	1546	11
	Cum. Total*	15	6	14	6	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.2	68.3	8.2	68.3	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.0	58.3	7.0	58.3	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.7	64.2	7.7	64.2	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.0	66.7	8.1	67.5	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.



SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Ellsworth School Department
 School: General Bryant E Moore School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	77	4	5	44	57	24	31	5	6	445	75	5	57	32	5	445	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										0						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	3										3						262	5	52	28	14	443
Hispanic	0										0						162	2	38	39	21	439
Caucasian/White	74	4	5	41	55	24	32	5	7	445	72	6	56	33	6	445	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	2	29	4	57	1	14	440	7	0	29	57	14	440	2370	2	32	41	25	437
No	70	4	6	42	60	20	29	4	6	445	68	6	60	29	4	446	11621	7	55	30	8	445
Current LEP																						
Yes	1										1						379	1	25	35	39	433
No	76	4	5	43	57	24	32	5	7	445	74	5	57	32	5	445	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	24	2	8	11	46	10	42	1	4	444	23	9	43	43	4	444	5470	3	41	39	18	440
No	53	2	4	33	62	14	26	4	8	445	52	4	63	27	6	446	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	77	4	5	44	57	24	31	5	6	445	75	5	57	32	5	445	13986	6	51	32	11	444
Gender																						
Female	34	0	0	20	59	12	35	2	6	443	33	0	61	36	3	444	6929	6	49	33	12	443
Male	43	4	9	24	56	12	28	3	7	446	42	10	55	29	7	446	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	24	0	0	5	21	14	58	5	21	437	23	0	22	61	17	437	1888	1	32	44	23	437
No	53	4	8	39	74	10	19	0	0	448	52	8	73	19	0	448	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	77	4	5	44	57	24	31	5	6	445	75	5	57	32	5	445	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 4
 SAU: Ellsworth School Department
 School: General Bryant E Moore School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	2	67	1	33	0	0	0	0	459	4	67	33	0	0	459	5	4	37	36	22	439
B. less than one hour	73	1	2	34	61	18	32	3	5	445	73	2	60	33	5	444	74	6	53	31	10	444
C. one to two hours	22	1	6	8	47	6	35	2	12	442	21	6	50	38	6	444	18	7	52	32	8	445
D. more than two hours	1	0	0	1	100	0	0	0	0	456	1	0	100	0	0	456	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	31	2	8	15	63	6	25	1	4	447	31	9	65	26	0	448	24	9	53	28	10	446
B. They match some of what I have learned.	51	2	5	20	51	13	33	4	10	443	51	5	50	34	11	443	49	6	54	31	9	445
C. They match just a little of what I have learned.	17	0	0	8	62	5	38	0	0	445	17	0	62	38	0	445	21	4	47	36	13	442
D. There is no match.	1	0	0	1	100	0	0	0	0	446	1	0	100	0	0	446	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	31	2	8	12	50	9	38	1	4	445	32	8	50	38	4	445	25	9	53	27	10	446
B. good	57	2	5	25	57	14	32	3	7	444	56	5	57	33	5	445	54	6	55	30	9	445
C. fair	8	0	0	4	67	1	17	1	17	443	8	0	67	17	17	443	19	3	43	40	15	441
D. poor	4	0	0	3	100	0	0	0	0	447	4	0	100	0	0	447	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	16	0	0	6	50	4	33	2	17	440	15	0	55	36	9	441	22	5	45	35	15	442
B. about the same as my regular schoolwork	64	2	4	30	61	14	29	3	6	445	64	4	60	29	6	445	62	7	53	31	9	445
C. easier than my regular schoolwork	21	2	13	8	50	6	38	0	0	448	21	13	50	38	0	448	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	42	3	9	17	53	11	34	1	3	447	41	10	55	35	0	447	24	7	48	33	12	444
B. a few times a week	57	1	2	26	59	13	30	4	9	443	57	2	58	30	9	443	53	7	54	31	9	445
C. once a week	1	0	0	1	100	0	0	0	0	448	1	0	100	0	0	448	9	6	46	33	15	442
D. a few times a month	0										0						14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	12	0	0	5	56	3	33	1	11	443	12	0	56	33	11	443	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	34	2	8	15	58	8	31	1	4	444	33	8	60	32	0	445	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	17	0	0	8	62	5	38	0	0	446	17	0	62	38	0	446	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	38	2	7	16	55	8	28	3	10	445	37	7	54	29	11	445	22	9	55	26	9	446
Optional school/SAU question																						
A.	100	0	0	0	0	1	100	0	0	436	100	0	0	100	0	436						
B.	0										0											
C.	0										0											
D.	0										0											